

U.S. DEPARTMENT OF EDUCATION  
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598: Approval Expires 02/28/2010

Conducted by:  
U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

# PRINCIPAL QUESTIONNAIRE

## SCHOOLS AND STAFFING SURVEY

### 2007-08 SCHOOL YEAR



*(Please correct any errors in school name, address, and ZIP Code.)*

#### THIS SURVEY HAS BEEN ENDORSED BY:

American Federation of Teachers  
Bureau of Indian Affairs, Office of Indian Education Programs  
Council of Chief State School Officers  
Council of the Great City Schools  
National Association of Elementary School Principals  
National Association of Secondary School Principals  
National Education Association

#### NOTICE:

**This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002.**



**DEAR PRINCIPAL:**

The Schools and Staffing Survey is the largest sample survey of America's elementary and secondary schools. Your participation is important. Below are answers to some general questions.

**WHAT IS THE PURPOSE OF THIS SURVEY?**

The purpose of this survey is to obtain information about principals, such as principals' experience and training, hours worked, and instructional priorities.

**WHO IS CONDUCTING THIS SURVEY?**

The U.S. Census Bureau is conducting this survey for the National Center for Education Statistics (NCES) of the U.S. Department of Education.

**WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?**

Policymakers and educational leaders rely on data from this survey to inform their decisions concerning K-12 schools. Because it is a sample survey, your responses represent the responses of many. Higher response rates give us confidence that the findings are accurate.

**WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?**

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

**HOW WILL YOUR INFORMATION BE REPORTED?**

The information you provide will be combined with the information provided by others in statistical reports. No individually-identifiable data will be included in the statistical reports.

**WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?**

Please return your completed questionnaire in the enclosed pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU  
ATTN: DCB 60A  
1201 E. 10th STREET  
JEFFERSONVILLE, IN 47132-0001**

**WE HOPE YOU WILL PARTICIPATE IN THIS VOLUNTARY SURVEY.**

**SINCERELY,**



**MARK SCHNEIDER**

**COMMISSIONER FOR EDUCATION STATISTICS  
NATIONAL CENTER FOR EDUCATION STATISTICS**

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 25 minutes per response, including the time spent to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the contents of this questionnaire, e-mail: [dsd.sass@census.gov](mailto:dsd.sass@census.gov), or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018, Washington, DC 20006.



## INSTRUCTIONS

The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters, using a black ballpoint pen.

**CORRECT** marking example –  
(Use care to keep characters  
in their designated spaces.)

3 5

1 ☒ Yes

2 ☐ No

**INCORRECT** marking example –

35

1 ☐ Yes

2 ☐ No

OR

3 5

1 ☒ Yes

2 ☐ No

- a. It is important that this questionnaire be completed by the school PRINCIPAL, not by anyone else.
- b. Please do not write any comments by the answer boxes.
- c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- d. If you have any questions, call the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: [dsd.sass@census.gov](mailto:dsd.sass@census.gov).

## YOUR COMMENTS



## I PRINCIPAL EXPERIENCE AND TRAINING

1. **PRIOR to this school year, how many years did you serve as the principal of THIS OR ANY OTHER school?**

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

0025

0 ☐ None or  Year(s) as principal of this or any other school

2. **PRIOR to this school year, how many years did you serve as the principal of THIS school?**

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

0026

0 ☐ None or  Year(s) as principal of this school

3. **Before you became a principal, how many years of elementary or secondary teaching experience did you have?**

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

0027

0 ☐ None or  Year(s) of teaching before becoming a principal

4. **SINCE becoming a principal, how many years of elementary or secondary teaching experience have you had?**

🍏 Count part of a year as 1 year.

🍏 If none, please mark (X) the box.

0028

0 ☐ None → [GO TO item 6 below.](#)



Year(s) of teaching since becoming a principal

5. **In addition to serving as principal, are you currently teaching in this school?**

0029

1 ☐ Yes

2 ☐ No

6. **Before you became a principal, did you participate in any district or school training or development program for ASPIRING school principals?**

0030

1 ☐ Yes

2 ☐ No

7. **Before you became a principal, did you have any management experience outside of the field of education?**

0031

1 ☐ Yes

2 ☐ No



**8. What is the highest degree you have earned?**

🍏 *Mark (X) only one box.*

0032

1 ☐ Do not have a degree2 ☐ Associate degree3 ☐ Bachelor's degree (B.A., B.S., etc.)4 ☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)5 ☐ Educational specialist or professional diploma (at least one year beyond master's level)6 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)

GO TO item 10 below.

**9. Do you have a master's degree or higher in Education Administration?**

0033

1 ☐ Yes2 ☐ No**10. In the past 12 months, have you participated in any professional development activities related to your role as a principal?**

0034

1 ☐ Yes2 ☐ No**YOUR COMMENTS**

## II GOALS AND DECISION MAKING

**11. We are interested in the importance you place on various educational goals. From the following nine goals, which do you consider the most important, the second most important, and the third most important?**

- 1- Building basic literacy skills (reading, math, writing, speaking)
- 2- Encouraging academic excellence
- 3- Promoting occupational or vocational skills
- 4- Promoting good work habits and self-discipline
- 5- Promoting personal growth (self-esteem, self-knowledge, etc.)
- 6- Promoting human relations skills
- 7- Promoting specific moral values
- 8- Promoting multicultural awareness or understanding
- 9- Fostering religious or spiritual development

0040

☐

Most important

0041

☐

Second most important


0042

☐

Third most important

**12. How much ACTUAL influence do you think each group or person has on decisions concerning the following activities?**

**a. SETTING PERFORMANCE STANDARDS FOR STUDENTS OF THIS SCHOOL**

 Mark (X) one box on each line.

|  |      | No influence               | Minor influence            | Moderate influence         | Major influence            | Not applicable             |
|--|------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| (1) State department of education or other state-level bodies (e.g., state board of education) | 0043 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (2) Local school board   | 0044 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (3) School district staff  | 0045 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (4) Principal  | 0046 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (5) Teachers   | 0047 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (6) Curriculum specialists   | 0048 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (7) Parent association   | 0049 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |



**12. Continued – How much ACTUAL influence do you think each group or person has on decisions concerning the following activities?**

**b. ESTABLISHING CURRICULUM AT THIS SCHOOL**

🍏 Mark (X) one box on each line.

|  |      | No influence               | Minor influence            | Moderate influence         | Major influence            | Not applicable             |
|--|------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| (1) State department of education or other state-level bodies (e.g., state board of education) | 0050 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (2) Local school board   | 0051 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (3) School district staff  | 0052 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (4) Principal  | 0053 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (5) Teachers   | 0054 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (6) Curriculum specialists   | 0055 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (7) Parent association   | 0056 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

**c. DETERMINING THE CONTENT OF IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS OF THIS SCHOOL**

🍏 Mark (X) one box on each line.

|  |      | No influence               | Minor influence            | Moderate influence         | Major influence            | Not applicable             |
|--|------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| (1) State department of education or other state-level bodies (e.g., state board of education) | 0057 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (2) Local school board   | 0058 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (3) School district staff  | 0059 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (4) Principal  | 0060 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (5) Teachers   | 0061 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (6) Curriculum specialists   | 0062 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (7) Parent association   | 0063 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (8) College and university partners  | 0064 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |



**12. Continued – How much ACTUAL influence do you think each group or person has on decisions concerning the following activities?**

**d. EVALUATING TEACHERS OF THIS SCHOOL**

🍏 Mark (X) one box on each line.

|  |      | No influence               | Minor influence            | Moderate influence         | Major influence            | Not applicable             |
|--|------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| (1) State department of education or other state-level bodies (e.g., state board of education) | 0065 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (2) Local school board   | 0066 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (3) School district staff  | 0067 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (4) Principal  | 0068 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (5) Teachers   | 0069 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (6) Curriculum specialists   | 0070 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (7) Parent association   | 0071 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

**e. HIRING NEW FULL-TIME TEACHERS OF THIS SCHOOL**

🍏 Mark (X) one box on each line.

|  |      | No influence               | Minor influence            | Moderate influence         | Major influence            | Not applicable             |
|--|------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| (1) State department of education or other state-level bodies (e.g., state board of education) | 0072 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (2) Local school board   | 0073 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (3) School district staff  | 0074 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (4) Principal  | 0075 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (5) Teachers   | 0076 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (6) Curriculum specialists   | 0077 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (7) Parent association   | 0078 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |





**12. Continued – How much ACTUAL influence do you think each group or person has on decisions concerning the following activities?**

**f. SETTING DISCIPLINE  
POLICY AT THIS SCHOOL**

🍏 Mark (X) one box on each line.

|  |      | No<br>influence            | Minor<br>influence         | Moderate<br>influence      | Major<br>influence         | Not<br>applicable          |
|--|------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| (1) State department of education or other state-level bodies (e.g., state board of education) | 0079 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (2) Local school board   | 0080 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (3) School district staff  | 0081 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (4) Principal  | 0082 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (5) Teachers   | 0083 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (6) Curriculum specialists   | 0084 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (7) Parent association   | 0085 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

**g. DECIDING HOW YOUR SCHOOL  
BUDGET WILL BE SPENT**

🍏 Mark (X) one box on each line.

|  |      | No<br>influence            | Minor<br>influence         | Moderate<br>influence      | Major<br>influence         | Not<br>applicable          |
|--|------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| (1) State department of education or other state-level bodies (e.g., state board of education) | 0086 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (2) Local school board   | 0087 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (3) School district staff  | 0088 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (4) Principal  | 0089 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (5) Teachers   | 0090 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |                            |
| (6) Curriculum specialists   | 0091 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| (7) Parent association   | 0092 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |



### III TEACHER AND AIDE PROFESSIONAL DEVELOPMENT

**13. Does this school provide TEACHERS with time for professional development during regular contract hours?**

0100

1 ☐ Yes2 ☐ No → [GO TO item 15 on page 11.](#)

**14. Are the following used to provide teachers in this school with time for professional development during regular contract hours?**

**a. Substitute teachers to cover teachers' classes**

0101

1 ☐ Yes2 ☐ No

**b. Early dismissal or late start for students**

0102

1 ☐ Yes2 ☐ No

**c. Professional days built in before the beginning of the students' school year**

0103

1 ☐ Yes2 ☐ No

**d. Professional days built in during the students' school year**

0104

1 ☐ Yes2 ☐ No

**e. Professional days built in after the students' school year**

0105

1 ☐ Yes2 ☐ No

**f. Common planning time for teachers for professional development**

0106

1 ☐ Yes2 ☐ No

**g. Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties) for professional development**

0107

1 ☐ Yes2 ☐ No

**15. How often is professional development for teachers at this school –**

|   |      | 🍏 Mark (X) one box on each line. |                            |                            |                            |                            |
|---|------|----------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   |      | Never                            | Rarely                     | Sometimes                  | Frequently                 | Always                     |
| a. Designed or chosen to support the school's improvement goals?  | 0108 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. Designed or chosen to support the district's improvement goals?  | 0109 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. Designed or chosen to support the implementation of state or local standards?                                | 0110 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. Evaluated for evidence of improvement in student achievement?  | 0111 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| e. Considered part of teachers' regular work?   | 0112 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| f. Planned by teachers in this school or district?  | 0113 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| g. Presented by teachers in this school or district?  | 0114 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| h. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom? | 0115 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

**16. Does this school provide INSTRUCTIONAL AIDES with time for professional development during regular contract hours?**  
(Instructional aides assist teachers in the classroom and are sometimes called paraprofessionals.)

- 0116
- 1 ☐ Yes
- 2 ☐ No
- 3 ☐ No, this school does not have instructional aides

**YOUR COMMENTS**



## IV SCHOOL CLIMATE AND SAFETY

- 17. LAST school year (2006-07), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?**

🍏 If none, please mark (X) the box.

0125

0 ☐ None or  Students

- 18. What was the total number of suspensions during the LAST school year (2006-07)?**

(Out-of-school suspensions include student removal from the school for disciplinary purposes temporarily, for the remainder of the school year, or longer according to policy.)

🍏 Include in-school and out-of-school suspensions.

🍏 If none, please mark (X) the box.

0126

0 ☐ None or  Suspensions

- 19. THIS school year (2007-08), is it the practice of this school to do the following?**

- a. Control access to school buildings during school hours (e.g., locked or monitored doors)**

0127

1 ☐ Yes

2 ☐ No

- b. Control access to school grounds during school hours (e.g., locked or monitored gates)**

0128

1 ☐ Yes

2 ☐ No

- c. Require students to pass through metal detectors each day**

0129

1 ☐ Yes

2 ☐ No

- d. Perform one or more random metal detector checks on students**

0130

1 ☐ Yes

2 ☐ No

- e. Close the campus for most or all students during lunch**

0131

1 ☐ Yes

2 ☐ No

- f. Use one or more random dog sniffs to check for drugs**

0132

1 ☐ Yes

2 ☐ No



**19. Continued – THIS school year (2007-08), is it the practice of this school to do the following?**

**g. Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs**

0133

1 ☐ Yes

2 ☐ No

**h. Require students to wear uniforms**

0134

1 ☐ Yes

2 ☐ No

**i. Enforce a strict dress code**

0135

1 ☐ Yes

2 ☐ No

**j. Require clear book bags or ban book bags on school grounds**

0136

1 ☐ Yes

2 ☐ No

**k. Require students to wear badges or picture IDs**

0137

1 ☐ Yes

2 ☐ No

**l. Use one or more security cameras to monitor the school**

0138

1 ☐ Yes

2 ☐ No

**m. Maintain a daily presence of police or security personnel**

0139

1 ☐ Yes

2 ☐ No

## YOUR COMMENTS



**20. To the best of your knowledge, how often do the following types of problems occur at this school?**

|  |      | 🍏 Mark (X) one box on each line. |                              |                               |                            |                            |
|--|------|----------------------------------|------------------------------|-------------------------------|----------------------------|----------------------------|
|  |      | Happens daily                    | Happens at least once a week | Happens at least once a month | Happens on occasion        | Never happens              |
| a. Physical conflicts among students       | 0140 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. Robbery or theft                        | 0141 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. Vandalism                               | 0142 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. Student use of alcohol                  | 0143 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| e. Student use of illegal drugs            | 0144 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| f. Student possession of weapons           | 0145 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| g. Physical abuse of teachers              | 0146 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| h. Student racial tensions                 | 0147 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| i. Student bullying                        | 0148 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| j. Student verbal abuse of teachers        | 0149 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| k. Widespread disorder in classrooms       | 0150 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| l. Student acts of disrespect for teachers | 0151 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| m. Gang activities                         | 0152 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/>   | 3 <input type="checkbox"/>    | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

**21. LAST school year (2006-07), what percentage of students had at least one parent or guardian participating in the following events?**

|   |      | 🍏 Mark (X) one box on each line. |                            |                            |                            |                            |
|---|------|----------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|   |      | 0-25%                            | 26-50%                     | 51-75%                     | 76-100%                    | Not applicable             |
| a. Open house or back-to-school night                                     | 0153 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. All regularly scheduled schoolwide parent-teacher conferences          | 0154 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. One or more special subject-area events (e.g., science fair, concerts) | 0155 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. Volunteer in the school on a regular basis                             | 0156 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |



**22. THIS school year (2007-08), does this school have the following?****a. A staff member assigned to work on parent involvement**

0157

1 ☐ Yes2 ☐ No

---

**b. A service that allows parents to retrieve homework assignments (e.g., a website or an automated voice response system)**

0158

1 ☐ Yes2 ☐ No

---

**c. Workshops or courses for parents or guardians**

0159

1 ☐ Yes2 ☐ No

---

**d. Services to support parent participation, such as providing child care or transportation**

0160

1 ☐ Yes2 ☐ No

---

**e. A parent drop-in center or lounge**

0161

1 ☐ Yes2 ☐ No**YOUR COMMENTS**

## V INSTRUCTIONAL TIME

**23. Does this school have THIRD and/or EIGHTH grades?**

0170

1 ☐ Yes

2 ☐ No → [GO TO Section VI on page 19.](#)

**24. Does this school have students enrolled in the THIRD GRADE?**

0171

1 ☐ Yes

2 ☐ No → [GO TO item 27 on page 18.](#)

**25. How long is the TYPICAL FULL WEEK of school for THIRD GRADE students?**

🍏 Report BOTH hours and minutes, e.g., 30 hours and 0 minutes, 32 hours and 54 minutes, etc.

0172

Hours

AND

0173

Minutes

### YOUR COMMENTS





**26. During a TYPICAL FULL WEEK of school, approximately how many minutes do most THIRD GRADE students spend on the following activities at this school?**

- 🍏 Please use your best estimate for the planned time spent for most regular students in the typical third grade classroom.
- 🍏 If most third grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes a week for half the year, respond with 30 minutes per week.
- 🍏 Do not include time spent on additional tutoring or remedial instruction for students receiving special services.
- 🍏 Total should not exceed the number of minutes calculated from your response to question 25. For example, if the typical school week is 35 hours, the total should not exceed 2100 minutes (35 hours x 60 minutes).
- 🍏 If your school does not offer a particular activity for third grade students during the typical week, mark (X) the "None" box.

**a. English, reading, or language arts**

0174    0 ☐ None    or     Minutes per week

1. Of these minutes, how many were designated for reading instruction?  
 🍏 Record response, then GO TO item 26b below.

0175    0 ☐ None    or     Minutes per week

**b. Arithmetic or mathematics**

0176    0 ☐ None    or     Minutes per week

**c. Social studies or history**

0177    0 ☐ None    or     Minutes per week

**d. Science**

0178    0 ☐ None    or     Minutes per week

**e. Foreign language (Not English as a Second Language [ESL])**

0179    0 ☐ None    or     Minutes per week

**f. Physical education**

0180    0 ☐ None    or     Minutes per week

**g. Music**

0181    0 ☐ None    or     Minutes per week

**h. Art**

0182    0 ☐ None    or     Minutes per week

**i. Recess**

- 🍏 Do not include time allocated for lunch.

0183    0 ☐ None    or     Minutes per week



**27. Does this school have students enrolled in the EIGHTH GRADE?**

0184

1 ☐ Yes2 ☐ No → [GO TO section VI on page 19.](#)**28. How long is the TYPICAL FULL WEEK of school for EIGHTH GRADE students?**

🍏 Report BOTH hours and minutes, e.g., 30 hours and 0 minutes, 32 hours and 54 minutes, etc.

0185

Hours

AND

0186

Minutes

**29. During a TYPICAL FULL WEEK of school, approximately how many minutes do most EIGHTH GRADE students spend on the following activities at this school?**

🍏 Please use your best estimate for the planned time spent for most regular students in the typical eighth grade classroom.

🍏 If most eighth grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes a week for half the year, respond with 30 minutes per week.

🍏 Do not include time spent on additional tutoring or remedial instruction for students receiving special services.

🍏 Total should not exceed the number of minutes calculated from your response to question 28. For example, if the typical school week is 35 hours, the total should not exceed 2100 minutes (35 hours x 60 minutes).

🍏 If your school does not offer a particular activity for eighth grade students during the typical week, mark (X) the "None" box.

**a. English, reading, or language arts**

0187

0 ☐ None or

Minutes per week

**1. Of these minutes, how many were designated for reading instruction?**

🍏 Record response, then GO TO item 29b below.

0188

0

☐

None or

Minutes per week

**b. Arithmetic or mathematics**

0189

0 ☐ None or

Minutes per week

**c. Social studies or history**

0190

0 ☐ None or

Minutes per week

**d. Science**

0191

0 ☐ None or

Minutes per week

**YOUR COMMENTS**



## VI TEACHER AND SCHOOL PERFORMANCE

Please use the following directions for the questions below.

- Feel free to use a faculty roster if this will help you categorize your teachers.
- Please include only classroom teachers, which means any staff member who currently teaches any regularly scheduled classes in any of grades K-12. Please do NOT include short-term substitute teachers, aides, or librarians who only teach library skills or how to use the library.
- Please use the following definitions to categorize your teachers in questions c and d below. If your state does not have a tenure system, please distinguish your teachers based on the definitions provided.

**Tenured teacher:** A teacher who has satisfactorily completed a probationary period and is given a contract as a career or permanent employee. Please include all teachers who are defined in a similar way in your school district.

**Non-tenured teacher:** A teacher who is often relatively inexperienced or a novice. This includes teachers in their initial induction year, teachers who are on year-to-year contracts and those teachers who have not entered a more permanent status, traditionally referred to as tenure.

**30. For the 2007-08 school year, how many FULL-TIME K-12 CLASSROOM TEACHERS would you put in the following categories, based on your overall opinion of their TEACHING ABILITY?**

🍏 If none, please mark (X) the box.

**a. Outstanding Teachers:** *These teachers' levels of skills, knowledge, and professionalism are exceptional. You would easily nominate them for teaching awards due to their performance in the classroom. They make excellent examples to other teaching faculty members.*

0200

0 ☐ None or  Full-time K-12 classroom teachers

**b. Good Teachers:** *These teachers' levels of skills, knowledge, and professionalism make them successful teachers in the classroom. You are glad to have them as part of your faculty, but they are not at the very top of teachers for their grade and subject.*

0201

0 ☐ None or  Full-time K-12 classroom teachers

**c. Fair Teachers:** *These teachers only exert the effort necessary to get the job done in the classroom. They do an adequate job but are not exemplars for other teachers. They could potentially improve with proper on-the-job training or coaching.*

0202

0 ☐ None or  Full-time K-12 classroom teachers

**1. Of these teachers, how many are tenured teachers (according to the definition above)?**

🍏 Record response, then GO TO item 30d below.

0203

0 ☐ None or  Tenured Teachers

**d. Unsatisfactory Teachers:** *These teachers have levels of skills, knowledge, and professionalism that are inadequate, and at present they do not belong in the teaching profession.*

0204

0 ☐ None or  Full-time K-12 classroom teachers

**1. Of these teachers, how many are tenured teachers (according to the definition above)?**

🍏 Record response, then GO TO item 31 on page 20.

0205

0 ☐ None or  Tenured Teachers

GO TO item 31  
on page 20.



**31. In your opinion, are the following considered barriers to the dismissal of poor-performing or incompetent teachers in this school?****a. Personnel policies**

0206

1 ☐ Yes2 ☐ No**b. Termination decisions not upheld**

0207

1 ☐ Yes2 ☐ No**c. Length of time required for termination process**

0208

1 ☐ Yes2 ☐ No**d. Effort required for documentation**

0209

1 ☐ Yes2 ☐ No**e. Tight deadlines for completing documentation**

0210

1 ☐ Yes2 ☐ No**f. Tenure**

0211

1 ☐ Yes2 ☐ No**g. Teacher associations or unions**

0212

1 ☐ Yes2 ☐ No**h. Dismissal is too stressful and/or uncomfortable for you**

0213

1 ☐ Yes2 ☐ No**i. Difficulty in obtaining suitable replacements**

0214

1 ☐ Yes2 ☐ No

**31. Continued – In your opinion, are the following considered barriers to the dismissal of poor-performing or incompetent teachers in this school?**

**j. Resistance from parents**

0215

1 ☐ Yes

2 ☐ No

**32. At the end of the LAST school year (2006-07), did this school make Adequate Yearly Progress (AYP)?**

(Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.)

0216

1 ☐ Yes → [GO TO item 34 on page 22.](#)

2 ☐ No



**33. At the end of the LAST school year (2006-07), was this school identified for improvement due to Adequate Yearly Progress (AYP) requirements?**

(A school is identified for improvement if it does not make Adequate Yearly Progress for two consecutive years or more in the same content area.)

0217

1 ☐ Yes

2 ☐ No

**YOUR COMMENTS**



## VII WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS

- 34. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL school-related activities during a typical FULL WEEK at THIS school?**

0225

Total weekly hours

- 35. How many total hours do you spend interacting with students during a typical FULL WEEK at this school?**

🍏 Include both formal and informal interactions.

0226

Total weekly hours

- 36. How many days per year are you required to work under your current contract?**

🍏 Include professional development, student contact days, and any other days covered by your contract.

0227

Days

- 37. Are you represented under a meet-and-confer agreement or a collective bargaining agreement?** ("Meet-and-confer" discussions are for the purpose of reaching non-legally-binding agreements. Collective bargaining agreements are legally-binding agreements.)

0228

- 1 ☐ Yes, meet-and-confer
- 2 ☐ Yes, collective bargaining
- 3 ☐ No

- 38. Please indicate the extent to which you agree or disagree with each of the following statements.**

|   |      | 🍏 Mark (X) one box on each line. |                            |                            |                            |
|---|------|----------------------------------|----------------------------|----------------------------|----------------------------|
|   |      | Strongly agree                   | Somewhat agree             | Somewhat disagree          | Strongly disagree          |
| a. The stress and disappointments involved in serving as principal at this school aren't really worth it. | 0229 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. The faculty and staff at this school like being here; I would describe them as a satisfied group.      | 0230 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. I like the way things are run in this district.  | 0231 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. If I could get a higher paying job I'd leave education as soon as possible.                            | 0232 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. I think about transferring to another school.  | 0233 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. I don't seem to have as much enthusiasm now as I did when I began my career as a principal.            | 0234 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. I think about staying home from school because I'm just too tired to go.                               | 0235 | 1 <input type="checkbox"/>       | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |



0240

2 ☐ Female

0241

2 ☐ No

0242

0243

0244

0245

0246

GO TO item 42 below.

0247

2 ☐ No

0248

1 9 Year of birth

0249

\$   .00 per year

0250

Minutes

0251

0252

0253

| Year |
|------|
| 2000 |

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-800-221-1204 or by e-mail at: [dsd.sass@census.gov](mailto:dsd.sass@census.gov).

To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) website at:  
<http://nces.ed.gov/surveys/sass>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at:  
<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at:  
<http://www.fedstats.gov>

